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ABSTRACT

Resolutions of the Standing Conferences of the European Ministers of Education for the years 1959 through 1973 are presented. Each of the eight conferences passed between two and eight resolutions. Among the topics of the resolutions passed at the conferences were the following: primary, secondary, and technical education; educational problems requiring intergovernmental cooperation; continued general education and the use of television; equivalence of degrees; expansion of modern language teaching; educational problems of common concern to European countries; educational documentation; educational activities of international organizations; investment in education; educational research; problems of student admission to universities; school building; and the mobility of students and teachers in higher education and of research workers. Each resolution is approximately two typewritten pages long and is stated in the terms of a formal conference report. (KSM)

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FIRST CONFERENCE

The Hague, 12 - 13 November 1959

RESOLUTION N° 1
on
the future of the Committee of European Universities

The Conference of Ministers, after having examined the conclusions of the Conference of Rectors of the European universities and of the governmental officials held in Dijon, recommends the setting up, within the Council of Europe, of a consultative European council for university problems.

The European council should be composed of two representatives from each country, to be designated by governments, one of them on the recommendation of the national universities. The president should be elected by a majority of two thirds of the council members.

The European consultative council should be the sole consultative body in the field of university education and university research, available to governments and inter-governmental organisations. This body should facilitate co-operation among the European nations in this field.

On the other hand, the Conference of Ministers notes with satisfaction the decision of rectors and vice-chancellors to set up a standing conference of rectors and vice-chancellors to be autonomous, and to meet at least every five years, to communicate its view to the European consultative council on European university problems.

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FIRST CONFERENCE

The Hague, 12 - 13 November 1959

RESOLUTION N° 2
on
primary, secondary and technical education

The Conference, appreciating the outstanding importance of problems of education and of the need to establish regular co-operation in this field decides:

A. to instruct the delegations of the seven countries to submit precise suggestions to the Committee of Cultural Experts of the Council of Europe with a view to putting into force the recommendations of those concerned with primary, secondary and technical education who met in Paris on 4, 5 and 6 November. It is assumed that the other signatory countries of the Cultural Covention of the Council of Europe will be invited by the Secretariat General to submit their suggestions;

B. to request the inclusion of the report of the Paris meeting in the agenda of the next meeting of the Committee of Cultural Experts. The delegations of the seven countries will do their best to ensure immediate action. In particular the Committee might appoint a restricted working party with the task of establishing short term co-operation such as seminars, exchange of personnel etc., starting in 1960 and mainly concerned with:

(1) recruitment, training and improvement as well as exchange of teachers;

(2) guidance of pupils;

(3) co-ordination of education plans and increase in each country of the teaching of foreign languages;

(4) the adaptation to the requirements of our modern life of methods and programmes of education.

The task entrusted to the restricted working party might also include the examination of problems which would be raised by the setting up of a special and standing body.

The restricted working party, after its creation, would be invited to take into account the experience acquired within the frame of activities of WEU.

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FIRST CONFERENCE

The Hague, 12 - 13 November 1959

RESOLUTION N° 3
on
the activities of international organisations
in the fields of education and science

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1. In addition to specialised world international organisations such as UNESCO, several European international organisations are, or have been, dealing with problems concerning pure or applied scientific research, training of highly qualified manpower and problems of scientific and technical education. These organisations have included WEU, OEEC, NATO, Euratom, EEC and the Council of Europe.

   It has been as a result of very varied interests that these organisations have become concerned with problems which relate closely to education in each country and to science. These interests include economic affairs, industrial productivity, shortage of expert personnel, defence problems etc.

   The present Conference would like to pay a tribute to the varied activities which have been undertaken. It recognises the high standard of work and the scope of the results so far achieved.

2. The ever increasing activities of these organisations make it necessary for more and more frequent consultations to take place, both nationally and internationally, between all those who are concerned with these problems. This process of consultation is becoming more and more complex. Efforts have been taking place to effect co-ordination both on the national and the international level, but these efforts have nevertheless, at times, seemed insufficient. There is a risk that, if co-ordination only takes place a posteriori in certain cases, the responsible authorities will be placed in positions which it is difficult to modify.

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In addition to the Ministries of Foreign Affairs, of Defence and of Economic Affairs, it is therefore necessary that right from the outset, the responsible authorities at ministerial level dealing in each country with the problems of education and of science should be actively associated with the determination of the policies and the working out of the programmes of these different organisations, including any proposals affecting the structure of the relevant committees.

3. On the national plane, it is clear that it must be the concern of each country to seek to resolve any co-ordination problems arising within its own national organisation.

   On the international plane, it is equally necessary to ensure homogeneity between the national delegations which are sent to the different bodies of the international institutions. In this connection it is important to distinguish clearly between three different degrees of competence and responsibility: namely (A) administrative bodies, i.e. (1) Ministries of Foreign Affairs, (2) specialized Ministries and (B) technical bodies, i.e. (3) scientific and educational experts.

4. Without wishing to intervene in the objectives which the European Communities are seeking to pursue in the field of universities and of science, the Conference wishes to express the hope that forms of collaboration in this field may be established between the Communities and other European organisations. The Conference would like to underline that this field seems eminently suited for European coverage and collaboration on the largest scale.

5. In general, as regards the working out of the policy to be followed in all fields concerning education and science, the Conference recommends that the responsible authorities in the different countries be called upon to participate actively in these activities from the preparatory phase

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FIRST CONFERENCE

The Hague, 12 - 13 November 1959

RESOLUTION N° 4
on
Future meetings of the Ministers of Education

The Conference of Ministers of Education has considered ways and means to come to a co-operation between the Ministers concerned and in the framework of the Council of Europe.

The Conference has restricted its discussion to the problems arising with regard to meetings to be held in the near future.

The Conference has taken into account the internal situation in certain countries that has led to the creation of a variety of ministries responsible, according to the different concepts prevailing in these countries, for the problems in the field of teaching, education, scientific research, arts, literature and cultural problems in general. In order to ensure that on the European level the concept of synthesis shall be expressed, which will as far as possible be based on the requirements of an educational policy, it is the wish of the Conference that, in any case, the representation of the various Ministers at every forthcoming meeting shall be determined by the competence of the Ministers in the field of teaching and education.

The Conference has expressed the wish that the future meetings be held at regular intervals in order to ensure the continuation of the activities undertaken at The Hague Conference. The organisation initiated by the Ministers of Education, Arts and Sciences of the Netherlands has in this respect been mentioned as an appropriate model. The Conference has noted with satisfaction the invitation extended by the Secretary of State for Public Instruction in Italy to hold the next meeting in Italy within a period of six to twelve months at the utmost.

The Conference decides that without waiting for the results of future meetings, the matter be taken up in each country with the Council of Europe, with the consent or through the intermediary of the Ministers of Foreign Affairs, with a view to extending as much as possible the Conference of the Ministers to the sixteen countries of the Council of Europe or to countries adhering to the Cultural Convention.

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The Conference wishes to include the following items in the agenda of its forthcoming meetings:

(1) arrangements for standing co-operation between the Ministers of Education and Science, on a long-term basis;

(2) training of increased numbers of scientific and technical personnel to the standards of qualification corresponding to the needs of the national economies and the demands of European and international organisations;

(3) methods of ensuring more active progress towards agreeing equivalences of degrees and diplomas, particularly at the university level, between the different member countries of the Council of Europe;

(4) co-ordination of educational plans and expansion of foreign language teaching in each country;

(5) adaptation of educational methods and programmes to the requirements of modern life.

The Conference has invited a working party to elaborate, within the framework of the present resolution, the agenda of the next meeting.

00014

SECOND CONFERENCE

Hambourg, 10-15 April 1961

RESOLUTION N° 1
on
Methods of standing co-operation

The Ministers of Education,

Convinced of the need for periodic consultations at their level, both to keep each other informed of the problems common to them all and to pool their resources and authority in the achievements undertaken by the various international organisations in the field of European cultural co-operation;

Take note of Resolution (60) 32 of the Committee of Ministers of the Council of Europe;

Welcome the invitation to contribute to a Council of Europe programme of action in the field of general scientific education and culture;

Record their conviction that the implementation of such a programme, which might be based on the resolutions adopted by their present Conference, will not be possible unless highly qualified staff and funds are made available;

Accept with gratitude the proposal made by the Italian delegation to hold their next Conference in Rome at a date to be determined later;

Instruct the officials preparing this Conference to submit to it inter alia proposals on the links to be established between it and the European co-operation organisations, particularly the Council of Europe.

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SECOND CONFERENCE

Hambourg, 10-15 April 1961

RESOLUTION N° 2
on
Educational problems requiring European intergovernmental co-operation

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The Ministers of Education,

Having taken note of the Report on primary and secondary school curricula in European countries;

Convinced of the need for Europe to institute a system of education which shall provide European youth with the best prospects in a world in which competition is becoming more and more intense and international co-operation increasingly necessary;

Recalling that educational expansion in Europe is to a large extent governed by the following facts:

(a) the postwar increase in populations has in all countries resulted in a larger attendance of pupils at various levels of education,

(b) in many regions increasing numbers of children who previously would have gone without education are now attending school;

(c) in all countries many more children now continue at school, either voluntarily or compulsorily, from the secondary level of education onwards;

(d) the improvement in social status is everywhere reflected in a greater ambition to acquire increasingly higher technical or scientific qualifications.

Realising that these facts impose considerable burdens upon all their governments in respect of capital equipment and manpower investments;

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Finding that as a result of this educational expansion a new approach is being adopted in all the countries of Europe to the revision of current methods and curricula and to the re-organisation of educational facilities;

Note with interest that there are a number of constantly recurring problems of concern to their respective governments, including:

(a) prolongation of school attendance by all possible means including legislation where necessary;

(b) study of improved methods of education for those pupils remaining longer at school but not aiming at a traditional academic course;

(c) school guidance and selection according to ability;

(d) need to combine general educational training with specialisation;

(e) need to ensure that an adequate place is reserved for the humanities, considered as essential to the intellectual, social and political training of the European citizen;

(f) status and training of teaching staff;

(g) improvement of methods of modernisation of curricula with the active participation of teachers;

Undertake to keep each other informed of the progress made in working out these reforms and of the results obtained, and to provide mutual assistance in carrying out their educational plans in the hope of gradually achieving educational systems which, while conserving the originality of national cultures, shall give practical effect to the determination to promote European co-operation; and

Consider, moreover, that certain steps may be jointly taken forthwith to promote European and international understanding by suitably adapting history, geography, literature, civic education and other curricula.

00017

SECOND CONFERENCE

Hambourg, 10-15 April 1961

RESOLUTION N° 3
on
The education of children

The Ministers of Education,

Having taken note of the report presented by the United Kingdom delegation and having exchanged their views on this report;

Convinced of the importance of the problems which present themselves for the education of children in the next four decades;

Decide to include this same point in the agenda of their next Conference.

00018

SECOND CONFERENCE

Hambourg, 10-15 April 196[illegible]

RESOLUTION N° 4
on
Enquiries into continued general education
and the use of television

The Ministers of Education,

Having considered the joint memorandum of the Ministers of Education of Austria and the United Kingdom relating to proposals for:

(a) a study of the continued general education of young people (under the age of 21) after they have left secondary school; and

(b) the use of television for adult education;

Recommend that the enquiries proposed should be made in the context of the programme of the Council of Europe referred to in paragraph 2 of Resolution (60) 32; and

Recommend further that an education specialist be appointed to the Secretariat General of the Council of Europe to administer those projects and be responsible in general for educational co-operation; and

Record their wish that the progress made and the concrete results achieved be brought to their knowledge.

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SECOND CONFERENCE

Hambourg, 10-15 April 1961

RESOLUTION N° 5
on
The equivalence of degrees

The Ministers of Education,

Have noted with interest the proposals contained in the report on means to ensure a more active promotion of equivalence of university degrees among member countries of the Council of Europe;

Affirm their joint conviction that progress in this direction will constitute an important step forward in educational co-operation in Europe;

Consider that the above-mentioned proposals suggest a new approach to the solution of the difficult problems of the equivalence of degrees and provide an example of how progress might be made;

Recognise that an essential part of the questions involved comes within the competence of universities;

Express the desire that new conventions be concluded as soon as the preliminary work, including the preparation of model curricula, has been completed by specialists in the various disciplines;

Suggest accordingly that the Committee for Higher Education and Research might usefully cause consultations to be held to this end and record their wish that the progress achieved and the concrete results obtained will be brought to their knowledge.

00020

SECOND CONFERENCE

Hambourg, 10-15 April 1961

RESOLUTION N° 6
on
The expansion and improvement of
modern language teaching

The Ministers of Education express the conviction that greater importance than ever before must be attributed to increasing the knowledge of modern languages. The Ministers are well aware how indispensable this knowledge is, both for the individual and for Europe as a whole, and how much international co-operation and the safeguarding and development of our common heritage depend on it.

The Ministers agree upon the need to provide, or to improve, facilities for teaching modern languages at school. Consideration should be given to the possibility of this instruction being made compulsory.

Experience in certain European countries has shown that a great extension of the teaching of modern languages is practicable. This seems to hold good also for relatively young pupils.

The Ministers recommend that periodical surveys be made in each country in order to ascertain the proportion of children following modern language courses. The results should be published in order to show the progress made.

The Ministers consider it highly desirable that members of the teaching profession should have studied at least one foreign language.

The Ministers recognise the success of numerous official and private organisations in the promotion of language teaching, of exchanges of teachers and pupils, of correspondence between school children, and in related forms of international co-operation; they will endeavour to increase their support for these activities.

The Ministers confirm their intention to assist each other in the task of improving and expanding the teaching of languages. This will, of necessity, affect teaching methods as well as school curricula and the training of teachers.

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The Ministers further suggest that oral self-expression in foreign languages should be encouraged and that examinations should be adapted accordingly.

The Ministers recommend that careful attention be given to the adjustment of teaching methods to modern conditions and to the needs of different categories of pupils and types of school.

To this end, they deem it desirable that the following measures be put into effect:

- Each country should stimulate linguistic and psychological research, the object of which would be the improvement and expansion of modern language teaching;

- Arrangements should be made to exchange information, equipment (for instance, films and tape recordings), and services; the use of tape recordings in correspondence between the very young is particularly to be encouraged because it eliminates the difficulties of written expression and preserves the spoken language of the young;

- further meetings of experts should be held under the auspices of the Council of Europe for the purpose of studying methodological and other problems of modern language teaching;

- courses should be organised for students and in-service teachers;

- more intensive use should be made of audio-visual methods of teaching modern languages in accessory school activities.

Lastly, the work of promoting international co-operation in the field of modern language teaching should also include a concerted effort with regard to the study of the specialised language needed in scientific and technical branches. The Ministers accordingly hope that the Council of Europe will convene meetings of research workers and technical and linguistic specialists to consider these problems.

00022

SECOND CONFERENCE

Hambourg, 10-15 April 1961

RESOLUTION N° 7
on
The educational and scientific activities
of international organisations

The Ministers of Education,

Have taken note of the report on educational and scientific activities carried out within the framework of various international organisations whose aim does not fall specifically within the cultural field and stress the importance of these activities;

Express the wish of the responsible authorities at ministerial level who deal in each country with the problems of education and science that they should be actively associated from the outset in the determination of educational policy and in the preparation of the programmes of such organisations;

Define as follows the role which these authorities might play in working out the policy to be followed in all fields relating to education and science:

(a) They should be regularly and invariably consulted on all problems concerning them;

(b) They should promote the co-ordination of activities in order to avoid duplication of action;

(c) They should themselves take any steps within their competence which are likely to assist organisations in carrying out their tasks.

The Ministers are glad to see that several international organisations are associating these authorities more and more closely with their educational and scientific work;

Conscious of the importance of the problems arising in the field, they decide to place them on the agenda of their next Conference.

00023

THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 1
on
Educational problems of common concern
to European countries

THE MINISTERS OF EDUCATION

CONSIDERING the importance of a supply of accurate, up-to-date information concerning common problems facing the educational authorities of European countries, as a fundamental basis for any international co-operation on educational matters, and the importance of disposing of adequate documentation services,

CONSIDERING the necessity for any published material of this kind to be made subject to periodic review and correction,

EXPRESS warm appreciation to the two authors of the first report on these problems within the European Conference of Ministers of Education, MM. Thomas and Majault, appreciating the difficulties of shortage of time and supply of information with which they have been faced in the preparation of their work,

RECOMMEND that the report should be published by the end of 1962 and given the widest possible distribution,

REQUEST to this end, that delegations to the Third Conference of Ministers of Education ensure that the national liaison officials of the Council of Europe Committee for General and Technical Education are responsible for communication to the authors of any corrections to the present text by 1 December 1962.

RECOMMEND that the published report should be put at the disposal of the Educational Committee of the Council of Europe and should provide elements for their programmes of work,

REQUEST the Secretary General of the Council of Europe to examine the possibility of financing the printed publication,

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STRESS further the importance of continuing such studies in the future, in particular as regards the comparative study of teaching methods,

POINT OUT the desirability for all such studies of the existance of a dictionary of educational terms used in European countries.

RESOLUTION N° 2
on
Teaching of modern languages

THE MINISTERS OF EDUCATION

WELCOME the progress achieved since the Hamburg meeting and desire that the action undertaken be continued;

CONSIDER in particular that ways and means should be devised of extending the teaching of modern languages to the greatest extent possible to children and adults to whom it is not yet given, and

DECIDE, in view of the vital part to be played in this extension of modern language teaching by good oral methods, to ensure that the necessary conditions exist for the effective carrying out of such teaching. One of the most important of these conditions is the limitation of the size of classes;

DECIDE further to take all possible steps to ensure that in universities and teachers' colleges future teachers at any school level will receive adequate training in the methodology of modern language teaching and to facilitate arrangements by which language specialists may spend reasonable periods abroad,

AGREE to promote the in-service training of qualified teachers especially through courses run in conjunction with teachers' associations, at which courses the teachers would be introduced:

(a) to the results of the work of universities and research institutes on the spoken forms of language and the language used in specialised subjects;

(b) to new methods of teaching modern languages, for example, audio-visual methods;

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AGREE further to endeavour to promote research and experiments designed to enable teachers not yet qualified for language teaching to obtain the necessary training, so that the extension of modern language teaching can be carried out as soon as possible.

ARE IN FAVOUR of international co-operation designed to establish, on a comparable basis, and through national research teams, basic vocabularies and fundamental grammatical structures in the European languages.

00027

THIRD CONFERENCE

Rome, 8-13 October 1962

RESOLUTION N° 3
on
Continued education

THE MINISTERS OF EDUCATION

TAKE NOTE that, following the resolution on enquiries into continued education adopted in Hamburg, a first attempt has been made within the Conference of European Ministers, to ascertain achievements in the field of continued education in the various countries,

CONSIDER that very special attention should be given

- to initiatives already taken in recent years as regards the raising of the school leaving age,

- to experiences and achievements in the organisation of suitable forms of continued education intended for young people who do not pursue their education by full time attendance at an educational institution, and

- to the organisation and content of appropriate curricula,

POINT OUT that the preliminary comparative study (Min. Ed/Rome (62) 15) shows that possible solutions to various aspects of the question raised should be a subject for investigation within the framework of the Council of Europe by the Committee for General and Technical Education and the Committee for Out-of-School Education.

00028

THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 4
on
Use of television in education

THE MINISTERS OF EDUCATION

RECALLING that at their Hamburg Conference they stressed the desirability of enquiries within the framework of the Council of Europe into the use of television in adult education and requested that a progress report be made,

RECALLING that, since a meeting of educational and cultural television and film experts was organised under the auspices of the Council of Europe in May 1962, the question, together with some collected material, was communicated by the Senior Officials Committee to these experts and was taken into account in the drawing up of a Council of Europe programme of television, film and audio-visual projects for 1963,

TAKE NOTE of the progress achieved so far in the Council of Europe and other international organisations in these spheres, as outlined in Doc. Min. Ed/Rome (62) 12,

STRESS the importance they attach to the development of the various means of "tele-teaching", in particular to the use of television in all types of education, and the ever increasing importance of using modern aids in teaching and in the permanent education of adults,

REQUEST the Council of Europe to pursue the proposed programme,

RECOMMEND that the question of audio-visual aids, and in particular television, be included on the agenda of their 1964 Conference when they hope that substantial progress may be reported.

000029

THIRD CONFERENCE

Rome, 8-13 October 1962

RESOLUTION N° 5
on
Educational documentation

THE MINISTERS OF EDUCATION

STRESSING that intergovernmental co-operation in the fields of education and research is only possible on the basis of an organised exchange of information,

AWARE that such co-operation is an important aim of the cultural work of the Council of Europe,

RECOMMEND that the Directorate of Education and of Cultural and Scientific Affairs of the Council be given the appropriate means to establish the Documentation Centre which is needed for the successful pursuit of this activity and which will also enable it to render important services to the individual member States and States which have acceded to the Cultural Convention.

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THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 6
on
Educational and scientific activities
carried out within the framework
of various international organisations

THE MINISTERS OF EDUCATION

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REAFFIRMING the principles set out in the Hamburg Resolution on the educational and scientific activities carried out within the framework of various international organisations,

TAKING NOTE of the work accomplished by the Committee of Senior Officials with the valuable aid of the Secretariat of the Council of Europe and the co-operation of the various international organisations concerned;

NOTING that problems of education and scientific research are given priority attention, not only by international organisations of which they are the main concern, but also by organisations of an economic and technological character;

CONSIDER that the reports submitted to them (Min. Ed/Rome (62) 1, 2 and 3) make an important contribution to the clear understanding of international co-operation in these fields, of its progress and of its shortcomings, and consider that work of this nature, whether bearing on the field as a whole or on specific sectors, should be continued with the assistance of all the intergovernmental and non-governmental organisations concerned;

WELCOME the progress already achieved, which has clarified and rationalised the work of the organisations, has increased co-operation between their secretariats, facilitated their contacts with the national authorities concerned and strengthened co-ordination between the responsible Ministers in each country;

ASSERT, nevertheless, that this progress is still insufficient in view of the urgency of the measures that have to be taken, both on the national and on the European level, to concentrate available energies and resources on the most important sectors and to define in each of these sectors, at the appropriate level of government responsibility, the tasks to be assigned to the various existing organisations.

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CONVINCED of the fundamental importance of investment in education and science for the growth and general development of the peoples;

AWARE of the rapid evolution of living and working conditions in European societies, which demands a constant readaptation of the material and intellectual resources devoted to the training of youth and to permanent education in all their countries;

RECOGNISE the need, through increased co-operation, to find a solution to the urgent educational problems of European interest which arise in the areas of Europe in process of rapid development;

AWARE of the responsibilities of the European countries to non-European countries in process of development, particularly in the field of education;

AFFIRM that a well thought-out policy of investment in education and science and permanent readaptation to objectives in constant evolution cannot be confined to the national framework and that active co-operation among the nations of Europe has become indispensable for them all;

EMPHASISE that this policy demands increased educational research and the compilation and distribution of the fullest documentary material kept constantly up to date and that its aim should be to solve the essential problems with which they are faced and which they have examined during their Conference

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THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 7
on
Arrangements for standing co-operation
between the Ministers of Education

THE MINISTERS OF EDUCATION

HAVING EXAMINED the report on arrangements for standing co-operation between them, submitted under reference CME/HF (62) 13 in pursuance of the Resolution on this subject (ESC (61) 21) taken at the Conference of Ministers at Hamburg in April 1961,

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REAFFIRMING their desire to meet periodically in the future,

FORMULATE the aims of their Conference as follows:

(a) to keep one another informed of common problems in their field which, in their opinion, have a character transcending the national framework;

(b) to assist each other in the realisation of their education plans;

(c) to deliberate with a view to proposing joint activities to be undertaken on the European level in education, science and culture within the framework of the international organisations interested in these problems;

(d) to discuss general policy or future activities on the national or international level in respect of the programmes of the Council of Europe and other international organisations in the educational, scientific or cultural fields;

(e) to co-ordinate the use of their resources and bring to bear their concerted authority for the purpose of implementing the programme established by the various international organisations for educational, scientific and cultural co-operation in Europe;

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DECIDE that their Conferences should be held from time to time on an autonomous ad hoc basis.

II

(1) HAVING NOTED, with keen interest, the decision taken by the Committee of Ministers of the Council of Europe, on 16 December 1961, to set up in that organisation a Council for Cultural Co-operation.

HAVING FURTHER NOTED the institution, within the said Council at its first meeting in January 1962, of three permanent committees, the Committee for Higher Education and Research, the Committee for General and Technical Education and the Committee for Out-of-School Education, with the task of studying, at the level of the most senior officials responsible for these sectors, co-operation between member countries of the Council of Europe or countries parties to the European Cultural Convention;

CONSIDERING that, if the Committee of Ministers of the Council of Europe is prepared to make available to the Council sufficient highly qualified staff and adequate funds, the new establishment set up in January 1962 could assure the formulation and implementation of a programme for European scientific and cultural co-operation in keeping with the present requirements,

ASSUMING that the Committee of Ministers of the Council of Europe will continue to authorise the Secretariat of the Council to serve as the Secretariat of that Conference,

PROPOSE to address to the Secretary General of the Council of Europe those proposals in their recommendations which call for study and, if appropriate, for their implementation within the framework of the Council of Europe, and request that he report at their next Conference on the action taken on these recommendations by the Council of Europe.

(2) REAFFIRMING the principles contained in the Resolutions, adopted by the Conference which met at Hamburg in April 1961 (ESC (61) 27), on educational and scientific activities carried out within the framework of various intergovernmental organisations and, more particularly, the role they intend to play in formulating and carrying out these programmes and activities,

PROPOSE to call the attention of their respective governments to the recommendations adopted at their Conference in respect of the educational and scientific activities carried on within the framework of these organisations. Should the Ministers representing the member States of any of these organisations so desire, the recommendations may also be addressed to the Secretary General of the organisation or organisations concerned.

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(3) CONSIDERING that part of their recommendations may only require action at the national level,

PROPOSE, when appropriate, to follow up these recommendations in their respective countries.

(4) CONSIDERING, finally, that their systematic co-operation strengthened by periodic conferences, is destined to play an ever more important part in the national and international policies of their governments,

PROPOSE to bring all the recommendations adopted at their conferences to the attention of their governments.

III

DESIROUS of ensuring that appropriate action be taken on their recommendations and that all their conferences achieve the greatest possible effectiveness,

COUNTING on the Council of Europe and on the other intergovernmental organisations concerned for the continued administrative and technical assistance and the collaboration which they have given in the past,

DECIDE that the Committee of Senior Officials of their Ministries should meet periodically between their conferences and that its tasks should be to:

(a) ensure that their recommendations are addressed to the bodies for which they are intended and take any decisions in this respect which they may have left to its discretion;

(b) make periodical reviews of action taken on their recommendations, in liaison with the intergovernmental organisations concerned;

(c) receive from national authorities, between conferences, interim reports on the implementation of their recommendations;

(d) prepare the next conference.

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THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 8
on
Role of the humanities

THE MINISTERS OF EDUCATION

AWARE of the importance of the question of the humanities for education and culture,

WELCOME the exchange of views which took place on this subject during the Third Conference and reserve the possibility of resuming the discussion at a future conference in the light of a study of the question which they suggest that the Secretary General of the Council of Europe should entrust to the appropriate bodies,

EXPRESS the wish that all education programmes accord sufficient place to the humanities, in the widest sense of the term.

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THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 9
on
Investment in education

THE MINISTERS OF EDUCATION

CONSIDERING that the main objective of all educational policy must be to make it possible for all children and young people to fulfil their potentialities and attain the fullest human development,

HAVING EXAMINED with the greatest interest the report by Dr. King, which includes a list of the measures which have been taken or are being taken to increase co-operation between the European countries for the purpose of evaluating their needs and estimating the investment necessary to meet the rapidly increasing requirements of th expansion of education, considered not only as an essential element of national consumption, but also as a key factor in the growth of production;

CONVINCED of the need for new and decisive progress in the educational equipment of all their countries, in keeping with the implications of the decision taken in November 1961 by the Council of Ministers of the OECD to adopt 50% at the target rate for the growth of the GNP by 1970 for the OECD region as a whole;

CONSIDERING that expenditure on education is not only designed for the functioning of a public service but is increasingly acquiring the nature of an investment which would result in increasing the national income;

REQUEST that expenditure on educa ion and research be considered in relation t national income and so be financed by means similar to those used for important public works;

PROPOSE to set up the necessary machinery for evaluating medium and long term national requirements within the European context and with due regard to their obligations vis-a-vis the newly developing countries and to fix targets for the expansion of the educational apparatus based on estimates established in conjunction with all the ministries and organisations concerned,

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EXPRESS the wish that these targets and the means chosen to achieve them be brought to the notice of parents, the young and the public at large by all available information media, so as to obtain their support and wholehearted assistance;

EXPRESS the further wish that the work undertaken in this field by the OECD be actively carried on, that co-operation between the European countries in the pursuit of these objectives be facilitated by the process of collation and comparison furthered by that organisation, and that, in conjunction with the other organisations concerned, notably the Council of Europe, it inform subsequent Conferences of European Ministers of Education of the difficulties encountered and the results achieved.

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THIRD CONFERENCE

Rome, 8 - 13 October 1962

RESOLUTION N° 10
on
European science policy
constituting a reply to the Council of Europe

THE MINISTERS OF EDUCATION

APPRECIATING the interest in intergovernmental co-operation for the working out of a science policy evidenced by Resolution 320 of the Consultative Assembly of the Council of Europe,

AWARE that work fundamental to the formulation of such a policy is in progress in other international organisations, notably the OECD,

RECOMMEND that a decision with regard to the proposal of convening a Conference of Ministers to discuss this matter as well as the question of the framework to be chosen for it, be postponed until the OECD work referred to above has been concluded and studied.

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FOURTH CONFERENCE

London, 14 - 16 April 1964

RESOLUTION N° 1
on
National and international action in the fields covered by the resolutions of the Conferences of European Ministers of Education

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The European Ministers of Education at their fourth Conference,

NOTING the report prepared by the Secretariat on national and international action in the fields covered by the resolutions of the previous Conferences (Min.Ed/London (64) 1)

EXPRESS their gratitude to member governments for the information they have supplied on national action,

WELCOME the work undertaken and the information supplied in these fields by the international organisations represented at the Conference,

WELCOME in particular the decision of the Council for Cultural Co-operation of the Council of Europe to take into account the resolutions adopted at the third Conference of European Ministers of Education when formulating its programme,

RECORD with satisfaction progress made by the Council of Europe in the following activities:

(i) the publication of the Thomas-Majault Report on "Primary and Secondary Education - Modern Trends and Common Problems";

(ii) the preparation of a further comparative study entitled "Schools in Europe";

(iii) work on educational terminology, and notably the forthcoming publication of a guide to school systems in Europe with tables of educational structures, glossaries and statistical information, as a first step towards a dictionary of European educational terms;

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(iv) the creation of a nucleus of an educational documentation centre and the intention to expand this service;

(v) studies in the field of the expansion and improvement of modern language teaching,

STRESS the particular importance of further study in two fields mentioned in the report of the Secretariat, namely continued education and the use of audio-visual aids, and HOPE that progress may be reported on those subjects at the fifth Conference;

REAFFIRMING the principles contained in Resolution 7 adopted by the Conference which met in Rome in October 1962;

STRESS that it would be of great value to them if regular and periodical reports on national and international action were to be prepared particularly with a view to:

(a) establishing comparative information on educational problems, with special reference to overall expenditure and financial procedures;

(b) stimulating the implementation of the resolutions of the Conferences;

NOTING that, if these periodical reports are to be of maximum use, their purpose, contents and manner of presentation should be more closely defined,

INSTRUCT the Committee of Senior Officials to study this question in the light of the discussions at the fourth Conference, and to give guidance to the Secretariat in the preparation of future reports, bearing in mind the need for co-operation with the international organisations concerned.

FOURTH CONFERENCE

London, 14 - 16 April 1964

RESOLUTION N° 2
on
Planning and investment in education

The European Ministers of Education at their fourth Conference,

HAVING HELD a general exchange of views on planning and investment in education, and aware of the importance which they each attach, in their desire for increasing cultural co-operation, to the work done by the others in this field;

NOTING that in all the countries represented, whatever the structural and institutional differences that distinguish them, the national will to make education more readily accessible to all citizens necessities and with true recognition of the close links between education and economic development;

NOTING that the necessary investment and reforms will only take effect slowly and that, in order to prepare the young generation for the economic and social conditions it will encounter at the end of the century, it is necessary to embark forthwith on a forward-looking course of action based on as accurate an appreciation as possible of objectives and methods;

NOTING that in recent years all the countries of Europe have appreciably increased the proportion of their gross national product assigned to education, but that a further increase is inevitable in view of their ever-growing need for schools, universities and other instruments of education, although such an increase demands simultaneously:

(a) an intensive drive, which will sometimes require priority, to recruit and train teaching staff,

(b) changes in administrative structures with the object, bearing the diversity of national institutions in mind, of increasing the effectiveness and quality of educational systems and adapting them to the rapid changes in European society,

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(c) the integration of educational planning in national economic and social planning by associating with the latter both the authorities responsible for education and representatives of the teachers themselves;

RECOMMEND

1. that departments of statistics and socio-economic studies be set up in all participating countries and placed at the disposal of the responsible authorities, in order to collect the quantitative and qualitative data required by the authorities for the purpose of expanding and directing educational activities, and to integrate them in any economic development plan that may exist;

2. that OECD, whose work in this field is greatly appreciated, be invited to formulate clearly in a model handbook the various factors involved in effective educational investment planning, so that the countries represented may have a basis for the compilation of comparable statistics;

3. that steps be taken, with the help of international organisations, in particular the International Institute for Educational Planning of UNESCO and the Council for Cultural Co-operation and its Permanent Committees, to ensure that each of the countries represented can get to know and understand the real trends of investment and methods of financing education in the other countries of Europe, thus meeting an increasingly felt need;

4. that the Committee of Senior Officials, with the assistance of the Secretariat of the Council of Europe, keep itself constantly informed of progress made in these fields in the countries represented.

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FOURTH CONFERENCE

London, 14 - 16 April 1964

RESOLUTION N° 3
on
Educational research

The European Ministers of Education at their fourth Conference,

HAVING EXAMINED the memorandum on educational research submitted by the Ministers of Education of England and Wales (Min. Ed/London (64) 3);

CONSCIOUS:

- of the comparatively small amount of effort hitherto devoted to educational research in relation to the cost of education as a whole, and of the wide range of research in this field,

- of the advantages there might be in pooling the knowledge and experience acquired in this field by national ministries and national organisations;

CALLING ATTENTION to the need to keep teachers informed of, and to associate them with, research activities;

RECOMMEND to the Council of Europe that it set up a service which would be responsible for collating and distributing information on the educational research carried out in various countries signatory or ahering to the European Cultural Convention,

SUGGEST that this service might be complementary to the service of educational documentation already being undertaken by the Council of Europe.

SUGGEST in this connection that it would be appropriate to exclude from the term "educational research" not only topics already covered by educational documentation but also comparative studies being carried out by the educational committees of the Council for Cultural Co-operation,

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INVITE member countries, as a first step, pending the establishment of this service, to provide information to the Secretariat in the form of a paper tobe circulated to other member countries showing broadly:

- the administrative pattern of educational research,
- the scale of research efforts,
- the main institutions (both governmental and non-governmental) concerned,
- the area of education in which the main research in that country is currently being carried out or planned,

FURTHER REMIND member countries of the need to provide information on research projects already in their initial stages,

REQUEST the Council of Europe, as a second step, to consider the most appropriate machinery for exchanging detailed information on the progress and results of particular aspects of research in which other countries are interested,

DRAW ATTENTION to the fact that such machinery can only be effective if each country has a central agency for collecting information on a national scale;

CONSIDERING furthermore, that, in view of the many problems common to the member countries, it would be useful to investigate whether there are areas where co-operative research on a European plane would be possible and generally valuable;

RECOMMEND that the Council of Europe consider the possibility of convening a small meeting of experts to identify suitable areas for such co-operative research, bearing in mind that some research projects might, with advantage, be jointly undertaken by a small group of countries.

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FOURTH CONFERENCE

London, 14-16 April 1964

RESOLUTION N° 4
on
Problems of student admission
to universities

The European Ministers of Education at their fourth Conference,

HAVING DISCUSSED various aspects of the problems of student admission to universities - conditions of eligibility and financial questions;

TAKE NOTE of the increase, for social as well as educational reasons, in the number of students emerging from secondary education with qualifications for higher education;

STRESS the importance of maintaining the standards both of academic achievement required for university entry and of the universities themselves during the process of expansion;

HOPE that for university entrance more attention will be paid to the general level of education than to pre-university specialisation;

TAKE NOTE that, although universities (with their particular tasks and perspectives) are the most important constituent part of higher education, there is, at the same time, need for further development of other forms of higher education;

CONSIDER that all young persons qualified by ability and attainment to enter higher education should have the opportunity to do so;

URGE that, in so far as admission restrictions exist as a result of an insufficient capacity of institutions of higher education, these restrictions should be reduced and gradually abolished by expanding the systems of higher education;

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BELIEVE that it should be the obligation of the State that at least all students of ability who cannot finance a course of study themselves or from their parents' funds should be provided with the means for studying from public funds;

RECOGNISING the need to encourage exchanges of undergraduate and particularly post-graduate students between European countries HOPE that, over and above the provision already made in this respect by international organisations, steps will be taken to ensure that national programmes of financial support for students become equally applicable to periods of study in other European countries;

ARE OF THE OPINION that increased opportunities and financial support for students should have their corollary in adequate methods of selection, a suitable wide range of courses, possibly a greater variety of diplomas at differing levels, and a degree of academic supervision consistent with the maintenance of the traditional freedom and integrity of the universities themselves;

STRESS the desirability of fostering opportunities for those who did not follow the regular path of entry to higher education from the secondary schools to be admitted to higher education, both at home and abroad;

WELCOME the work of the Council for Cultural Co-operation of the Council of Europe in the field of higher education, and EXPRESS THE WISH that the Council of Europe should devote particular attention in its programme to the problems mentioned in the present resolution.

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FIFTH CONFERENCE

Vienna, 12 - 14 October 1965

RESOLUTION N° 1
on
National and international action in the fields covered by the Resolutions of the Conferences of European Ministers of Education

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The European Ministers of Education at their fifth Conference,

TAKING NOTE of the progress report prepared by the Secretariat (Min. Ed/Vienna (65) 1) and IMPRESSED by its form and content;

EXPRESS their gratitude for the work undertaken and the information supplied by national authorities and by international, intergovernmental and supranational organisations;

FOLLOW with interest the work of the Council of Europe in implementing the resolutions of former Conferences and the work of OECD in the field of planning and investment in education,

RECORD with satisfaction the publication of various studies relevant to previous resolutions of the Ministers in the series "Education in Europe" (1), sponsored by the Council for Cultural Co-operation of the Council of Europe, and EXPRESS their indebtedness to the authors and their collaborators;

STRESS the desirability of further action in the fields mentioned in former resolutions, especially (a) educational research, (b) student admission to universities and (c) establishment of comparable educational statistics;

HOPE that progress by governments and international organisations may be reported in these fields at a future Conference,

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(1) See attached note

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REAFFIRM, in connection with the periodic report of the Secretariat, the usefulness of establishing comparative information on educational problems, with special reference to overall expenditure and financial procedures;

INSTRUCT the Committee of Senior Officials to study with the Secretariat, in connection with the report, the possibility of:

(a) improving the means of collection and presentation of statistics, bearing in mind the work done in this field by other bodies;

(b) including a more comprehensive account of the work of international organisations;

(c) providing up-to-date bibliographical data referring to the content of the report;

(d) obtaining a wider circulation for the report, including in non-government circles;

(e) translation into other languages, bearing in mind financial implications.

00049

NOTE

PUBLICATION IN THE SERIES "EDUCATION IN EUROPE"

Higher Education and Research

Engineering Education (1964)

General and Technical Education

Primary and Secondary Education
(Modern Trends and Common Problems)
(1963)

Civics and European Education at
the Primary and Secondary Level
(1963)

Pupil Guidance (1964)

Teacher Training (1965)

School Systems (1965)

Out-of-School Education and Youth

Youth and Development Aid
(1963)

Physical Education and Sport
(1963)

Training the Trainer (1964)

Leisure-time Facilities for Young
People from 13 to 25 years of age
(1965)

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General

Recent Developments in Modern Language Teaching (1964)

New Trends in Linguistic Research (1963)

New Research and Techniques for the benefit of Modern Language Teaching (1964)

Modern Language Teaching by Television (1965)

Educational and Cultural Films - Experiments in European Co-production (1965)

00051

FIFTH CONFERENCE

Vienna, 12 - 14 October 1965

RESOLUTION N° 2
on
continued education

The European Ministers of Education at their fifth Conference,

HAVING EXAMINED the report on "continued education" presented by the Austrian Federal Minister of Education (Min. Ed/Vienna (65)2), as well as the conclusions of the Interlaken Seminar arranged by the Swiss Government under the auspices of the Council of Europe;

HAVING HELD a general exchange of views on the organisation and content of continued education, including the extension of compulsory schooling, on the relations between continued education on the one hand and secondary schooling and life-long education on the other, and the aims pursued and methods employed in continued education;

NOTE that since the fourth Conference of European Ministers of Education, valuable work has been done in this field by the Austrian Ministry of Education in collecting and classifying voluminous documentation and by the Interlaken Seminar in examining and discussing the general principles of continued education for pupils not pursuing full-time secondary studies;

NOTING the recommendation of the Interlaken meeting that problems of continued education should be studied on a wider scale;

RECOMMEND that the study of these problems be extended, with particular reference to the further education associated with the training of apprentices and young workers and to related problems of life-long education;

STRESS the importance of carrying out these studies having regard to the place of the individual in modern society with its economic demands and to developments in the school systems of various countries, particularly in upper secondary education;

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WELCOME the offer of the Austrian Government to organise a meeting of experts devoted to the study of these questions;

RECOMMEND the Council for Cultural Co-operation of the Council of Europe to envisage the publication, in the "Education in Europe" series, of studies in problems of continued education.

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FIFTH CONFERENCE

Vienna, 12 - 14 October 1965

RESOLUTION N° 3
on
Present problems in upper secondary education

The European Ministers of Education at their fifth Conference,

HAVING EXAMINED the report on upper secondary education submitted by the Swedish Minister of Education (Min. Ed/Vienna (65)4);

TAKE NOTE of the large increase in all countries of the number of pupils pursuing their education into the upper secondary stage;

AWARE of the need for upper secondary schools to offer a variety of courses adapted to various requirements and leading towards different careers or different types of higher education;

STRESS the importance of coherence and flexibility, providing sufficient common basis to allow opportunities for transfer from one variety of upper secondary education to another;

CONSIDER that all young persons able to benefit from schooling beyond the compulsory period should have the opportunity and encouragement to do so;

CONSIDER moreover that the different varieties of upper secondary education should all be available in each geographical area, entailing the close co-ordination of educational planning with regional and local planning;

EMPHASISE the need for detailed studies of different national systems of upper secondary education, and IDENTIFY the following topics as worthy of special attention:

(a) quantitative aspects of the expansion of upper secondary education, with reference both to the demand for increased educational opportunity and to national manpower requirements;

(b) planning methods adopted in the various countries to assess future needs and to relate them to financial and material resources and staffing problems;

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(c) co-ordination of public and private sectors of education;

(d) different ways of providing upper secondary education

- either as a distinct division of education or within the continuous process of secondary education as a whole;

- with respect to the organisation of studies, either in a comprehensive or in more diversified forms;

- size of schools, financial efficiency of different methods, and staffing problems.

(e) maintenance of educational standards, including new methods of control and evaluation of pupils' work throughout their courses of study, as an alternative to traditional systems of examination;

RECOMMEND

(a) that the Council for Cultural Co-operation of the Council of Europe be invited to give consideration to the topics listed above, and in particular to continue its work on the maintenance of educational standards including modern ways of guaranteeing the quality and comparability of the results of pupils' studies;

(b) that OECD, whose work in this connection has already begun, be invited to study these problems in its field of competence, notably in their quantitative aspects.

REQUEST that the conclusions reached by national authorities on a national basis and by international organisations on these and other relevant aspects of upper secondary education should be reported to future Conferences.

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FIFTH CONFERENCE

Vienna, 12 - 14 October 1965

RESOLUTION N° 4
on
School building

The European Ministers of Education at their fifth Conference,

HAVING AGREED that problems of school building are common to all participating countries;

NOTING that the growth and mobility of population, and the extension of secondary education, are causing ever increasing demands for school buildings;

CONSIDERING the need for adapting school buildings to satisfy new educational demands;

CONSIDERING the economies in materials and manpower and the increased functional efficiency made possible by modern techniques;

TAKING INTO ACCOUNT the results of previous international conferences on the subject;

BEARING IN MIND the need for the efficient overall planning of educational investment, as urged in Resolution No. 2 of the fourth Conference of the European Ministers of Education;

RECORDING WITH SATISFACTION the measures for school building co-operation now being completed in the European Mediterranean countries under the Development and Economy in Educational Building Programme of OECD;

NOTING WITH INTEREST the experience accumulating at the various regional school building centres of UNESCO;

CONCLUDING that a concentration and extension of international co-operation for the exchange of information and experience between the European countries would be of benefit to each;

CONSIDERING furthermore that the development of such international co-operation can be soundly based only if well organised national bodies for planning and research in the field of school building exist in each country;

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RECOMMEND to participating governments:

1. that they create such national bodies where they do not yet exist; these bodies should comprise educators, administrators, architects, and technicians; they should be adequately staffed, equipped and financed. Their work should be determined primarily by the needs of the educational programme.

RECOMMEND on the international plane:

2. that co-operative measures should be taken for the collection of information on national activities conceived in the spirit of the recommendation contained in paragraph 1 above, and for the communication of such information and experience to other participating governments. These exchanges should be carried out in consultation with existing institutes specialised in this field, and should include the experience of countries in setting up their own national bodies;

3. that OECD should be invited to organise in co-operation with the Council of Europe a meeting of high level officials responsible for school building programmes, to consider which practical measures should be taken to give effect to the recommendation contained in paragraph 2 above;

4. that, with a view to this meeting:

   - OECD should:

     (a) make available a report on the Development and Economy in Educational Building Programme;

     (b) prepare a survey of activities in the field of school building being undertaken by governmental and non-governmental organisations either on the national or the international plane;

     (c) in particular, invite each participating government to submit a national report on planning and research in the field of school building.

   - the Council of Europe should prepare and submit a study on the educational aspects of the question.

00057

AD HOC CONFERENCE

Strasbourg, 12 - 14 September 1967

RESOLUTION N° 1
on
Progress reports, studies and surveys prepared for the Conferences of European Ministers of Education

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The European Ministers of Education at their ad hoc Conference,

TAKE NOTE of the report prepared by the Secretariat;

EXPRESS their gratitude for the information supplied by national authorities and international organisations;

WELCOME the work of the Council for Cultural Co-operation of the Council of Europe and its committees in following up the resolutions adopted at former Conferences and the work of OECD undertaken in particular in the fields of educational statistics, school construction, and expansion of secondary education;

ACKNOWLEDGE with appreciation the work done by the Secretariat in the preparation of the report and the attractive and arresting form of presentation which has been achieved;

NOTE nevertheless that this very clarity of presentation has served to bring out the inherent difficulties of comparison between the educational achievements of countries whose educational systems are so widely divergent and which may employ the same terms in different senses;

NOTE also that successive reports, in their attempt to cover the subjects discussed by Ministers at past Conferences inevitably become more comprehensive in scope, with the result that the difficulties noted above are accentuated and that there is an increasing danger of duplication with comparative studies and reports produced by other organisations;

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CONSIDER that the general progress rep rts to be presented on future occasions should be confined to a brief account by the Secretariat of action taken or being taken since the last Conference by the Council for Cultural Co-operation of the Council of Europe or by the other international organisations concerned, as a result of decisions reached by Ministers at the last or previous Conferences;

CONSIDER further that it will be valuable for the Ministers in reviewing their past work to ask for detailed studies on a few particular subjects to be prepared either by the Secretariat in consultation with national governments or by the international organisations concerned;

CONSIDER equally, that it may be useful for the Ministers to have special studies or documentary surveys prepared on particular subjects to be discussed at future conferences;

INVITE the Committee of Senior Officials, in the light of the above considerations and in consultation with the Secretariat, to proceed further with the preparation of the reports, studies and surveys to be laid before the next Conference and to consider the possibility of setting up a small group or groups of experts to assist in these tasks.

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AD HOC CONFERENCE

Strasbourg, 12 - 14 September 1967

RESOLUTION N° 2
on
Pupil Guidance

The European Ministers of Education, at their ad hoc Conference,

HAVING CONSIDERED the report on pupil guidance presented by the Italian Minister of Education (Min. Ed/Athens (67) 2);

AWARE that one of the aims of modern school education is democratisation and that continuous guidance is one of the essential conditions for reaching this;

NOTING the universal aspiration towards a higher educational level with a view to social advancement and personal self-realisation, and the possibilities opened up by economic and technical progress enabling society to satisfy that aspiration;

OBSERVING that the educational policy of most European countries is to lengthen the compulsory schooling period and delay the age of academic and vocational choice; with the result that the process of progressive guidance throughout school life becomes increasingly important;

CONSIDERING that pupil guidance directly involves in different ways young people, their families, their teachers, guidance specialists, national administrations and those concerned with the mass media;

CONVINCED that school guidance is not a problem susceptible of uniform solutions in the short term but demands continuous study,

RECOMMEND to participating governments to adapt thier school systems with the following objectives in view:

- the avoidance of a premature transition from general studies to specialist training;

- the maintenance of sufficient flexibility to enable slow starters to catch up in their studies and to allow for educational and psychological support of pupils changing their subjects and of handicapped children;

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- the preparation of pupils by means of a complete programme of information for a personal choice between the various options open to them on leaving school;

- the arousing of interests and aptitudes by the use of appropriate teaching methods, and

To attain these objectives;

INVITE participating governments to keep each other and the Council of Europe informed of the progress and effects in their respective countries of the reforms referred to above;

REQUEST the international organisations concerned:

- to study further in consultation with national governments the means of bringing together the different aspects and functions of guidance including relations between families, teachers and guidance specialists, having regard to the need to reconcile the interests of the individual and the requirements of modern society and to promote the use of leisure for the development of creative powers in the context of permanent education;

CONGRATULATE the Council for Cultural Co-operation of the Council of Europe on the studies which it has carried out in the field of pupil guidance and invite the CCC to keep these studies up-to-date.

AD HOC CONFERENCE

Strasbourg, 12 - 14 September 1967

RESOLUTION N° 3
on
The role of pupil guidance in teacher training
and further training

The European Ministers of Education, at their ad hoc Conference,

HAVING CONSIDERED the report on the role of pupil guidance in teacher training and further training presented by Mr. L. LEJEUNE, Conseiller d'Etat, Director of the Education Department for the Canton of Basle - rural (Min. Ed/Athens (67) 4),

HAVING REGARD to the many choices that must be made during the schooling of young people in order to ensure that their capacities are developed to the full,

HAVING REGARD to the rapid and constant development of economic and technical activity, which makes the choice of a career increasingly difficult for parents and for pupils;

CONSIDERING that the essential task of the school is to prepare the pupil for present-day living by instruction and guidance,

CONSIDERING that it is one of the tasks of teachers to contribute to pupil guidance,

AFFIRM that, in view of the complexities of guidance:

(a) it is essential for teachers to receive training and further training for their task in this field. This training should include an introduction to the methods and techniques of guidance psychology;

(b) there is also a need for guidance specialists, with whom teachers should work in close collaboration. It is recognised that sufficient specialists should be available for the whole of school life, but if this is not possible, they should at least cover the so-called guidance period;

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(c) close collaboration must be practised between the different teachers of each school as well as between the school and institutions specialising in guidance problems. The school should be so organised as to ensure such collaboration;

(d) in-service training is particularly necessary in this field in view of the fact that many young teachers lack experience in economic and social life;

(e) it is important that there should be constant collaboration between teachers and the parents of their pupils.

CONSIDERING the fact that there are some countries with valuable experience in the training and further training of teachers and specialists for guidance, whereas in others the work is as yet only at the experimental stage,

WELCOMING the publication by the Council for Cultural Co-operation of the Council of Europe of two basic studies in this field: "Pupil Guidance" by M. Reuchlin and "The observation and guidance period" by Y. Roger,

RECOMMEND to the Council of Europe that it prepares a comparative study of the aim, contents and methods of training and further training teachers for guidance. This enquiry might supplement the above-mentioned studies and give rise to joint European meetings of all involved in guidance (teachers, guidance specialists, directors of teacher training colleges, etc).

00063

AD HOC CONFERENCE

Strasbourg, 12 - 14 September 1967

RESOLUTION N° 4
on
The place of examinations in the school system

The European Ministers of Education at their ad hoc Conference,

HAVING EXAMINED the report on the place of examinations in the school system presented by the Belgian Secretary of State for Education (Min. Ed/Athens (67) 3),

REALISING that is is necessary:

(a) to bring each child on as far as his potentialities allow;

(b) to substitute permanent guidance for selection,

NOTE

(a) that the democratisation of studies, the demographic pressure and the spontaneous extension of schooling make it particularly difficult to organise objective and comparable tests leading to diplomas of equal value;

(b) that the frequency of examinations disorganises the school year by imposing a useless loss of time, and that the repetition of courses by pupils entails large supplementary expense;

(c) that traditional examinations as organised in most countries appear as unfair tests for selection, and even elimination, which confront young people as a final denial of the development of their adult career;

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(d) that, far from bringing out the constituent elements of homo sapiens, first of all knowledge and culture, the repetition throughout school life of tests on unduly extensive subjects, poorly assimilated and merely memorised, ends up by conditioning the reflexes of young people to the right answer and not to spontaneity, action, responsibility and creativeness, qualities demanded equally by the university, by industry or public services and by social life,

CONSIDER

(a) that is is desirable to reduce the number and frequency of traditional examinations and even to abolish selective examinations with decisive consequences for subsequent studies, particularly during the adolescent's formative period;

(b) that it is necessary to ensure checks on the accomplishments of the pupils, so that teachers can master their pedagogic policy and pupils and their parents see how the studies are progressing;

(c) that national and international research and experimentation on new techniques to replace traditional examinations are necessary;

(d) that overall reviews, designed to assess a pupils's whole performance during the school period, either through his school reports or through a report showing his progress in each subject, and on the advice of the Teachers' Meeting, should be carefully studied;

(e) that an adjustment and lightening of curricula and timetables, based on the results of educational research, should contribute to the application of new processes for checking accomplishments and of more appropriate teaching methods,

RECOMMEND

(a) to promote research and experiments with a view to gradually replacing traditional examinations by other forms of assessment;

(b) to adapt school structures to a rapidly evolving world and to lighten school curricula;

(c) to ensure that teacher training includes an introduction to the theory of assessing pupils' achievements and to new methods of evaluation,

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INVITE

(a) Participating governments to keep one another informed of the new techniques of checking applied in their countries and also to notify the Council of Europe regularly;

(b) The Council of Europe:

1. to support all research on examinations undertaken in member countries of the CCC and to arrange for such research to be disseminated and studied by organising courses or study days;

2. to assist national institutes which undertake extensive enquiries into the question of examinations;

3. to continue its consideration of Resolution No. 4 of the Conference of European Ministers of Education (London, 1964) on the problems of the admission of students to university.

00066

SIXTH CONFERENCE

Versailles, 20 - 22 May 1969

RESOLUTION N° 1
on

- Re-examination of function, working methods and procedures of the Conference
- Studies and Surveys concerning the main themes
- Reports on international activities in education

The European Ministers of Education at their Sixth Conference,

TAKE NOTE of the documents prepared for the Conference, in particular of

- the Progress Report presented by the Conference Secretariat;
- the Survey prepared by Professors E. Egger, R. Girod and L. Pauli on disadvantaged and less-gifted pupils and the background report by OECD concerning the main theme of the Conference "Educational Opportunity for All";
- the report on the conclusions of the school building officials and their recommendations;

TAKE NOTE furthermore of the opening speech by the Chairman of the Conference, Mr. Edgar Faure, French Minister of Education, and the statement of the Secretary of the Conference, Mr. Peter Smithers, Secretary General of the Council of Europe;

EXPRESS their gratitude for the information supplied by the international organisations and the contribution to the main theme of the Conference;

ACKNOWLEDGE with appreciation the work of the Council for Cultural Co-operation of the Council of Europe and of OECD in following up the resolutions adopted at former Conferences and note the importance of the work undertaken by UNESCO in this geographical region;

CONSIDER that the profound changes in education which are increasingly affecting all member States and which have common origins call for intensified international action and co-operation;

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CONSIDER that it is imperative, therefore, having regard to the limited resources available for such work, that international action and co-operation must be directed towards priorities for the years to come to meet more effectively the real needs of education in member States and to allow each international organisation to contribute to them according to its own working methods and programmes;

CONSIDER that the Conference could provide useful guidance for such orientation and that for this purpose the function, working methods and procedures of the Conference might call for re-examination;

CONSIDER that the suggestion made by the Chairman in his opening speech towards the idea of a European educational community deserves close study;

INVITE the Committee of Senior Officials

- in the light of the above considerations and in consultation with the Secretariat of the Conference, to examine the function, working methods and procedures of the Conference and to report thereon to the next Conference;

- to consider ways in which study and discussion of common trends and major developments in education in Europe could be more effectively promoted with a view to achieving harmonisation;

- to submit to future Conferences background studies or surveys on the main themes and ask the interested international organisations to report on new results achieved and conclusions reached between Conferences.

00068

SIXTH CONFERENCE

Versailles, 20 - 22 May 1969

RESOLUTION N° 2
on
the educational needs of the less academically gifted child

The European Ministers of Education, at their Sixth Conference,

HAVING CONSIDERED the United Kingdom report on the educational needs of the less academically gifted child presented by the Secretary of State for Education (CME/VI (69) 7),

HAVING STUDIED also the survey prepared by Professors Egger, Girod and Pauli on disadvantaged and less gifted pupils (CME/VI (69) 7),

ACKNOWLEDGING the primacy of the child, rather than of the curriculum, as a fundamental principle in education,

ASSERTING that all children are of equal importance, and that the school system should offer the fullest opportunity to children of different patterns of ability, interests and needs,

DEPLORING any tendency to stress exclusively the development of scholastic or academic ability as the object of school education, together with the spirit of competition this produces, and the consequent sense of discouragement or rejection in pupils whose results are unsatisfactory or who are forced to repeat a year,

DEPLORING also the effects of selection at an early age for different forms of secondary education, since any such selection is liable to give an inadequate index of innate ability or future promise, and to be unduly biased by factors in a child's home or environmental situation,

ASSERTING that no child in Europe should be thus penalised because of his social background,

ASSERTING further that the implications of this objective must be followed through in terms of school organisation if the objective is to be achieved,

BELIEVE that a system of non-selective comprehensive education at the secondary level, allowing the largest possibilities for pupils of different abilities and of different social backgrounds to associate together both in and outside the classroom, offers a means of attaining this end;

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RECOGNISING moreover that other measures, including a constant review of curricula and examination systems and methods at all levels of education, are equally necessary,

DRAW ATTENTION to the practical opportunities offered by modern educational methods for developing the capacities of the less gifted;

WELCOME as particularly relevant in this connection developments and experiments in such matters as:

- new combinations of scholastic and vocational training,
- widening of curriculum possibilities and options beyond the traditional range,
- special arrangements for "late developers",
- recreational activities, work experience and community service integrated into school courses,
- guidance and counselling, which must take on a new dimension in the education of the future,
- "internal assessment" and increasing influence of schools and their teachers on examinations with which they are concerned,
- school-parent relations;

DRAW ATTENTION in particular to the increasing responsibilities of the teacher in attaining the objectives of this Resolution, considering that the prime object of his initial and further training should be to equip him not merely to impart knowledge but also to develop the individual and human capacities of his pupils;

INVITE member governments to keep each other informed of the progress of reforms and innovations in their countries in this field;

INVITE the Council of Europe and other international organisations concerned to conduct further studies of the problems involved, with regard both to the structure of school systems and to pupil problems - bearing in mind the distinction between those who are intellectually less gifted, those who are socially or economically disadvantaged, and those who for other reasons are undermotivated or ill-adapted to existing educational systems;

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DRAW THE ATTENTION of governments to the political importance of the issues involved; to the opportunities presented for changing the structure of society by achieving a greater measure of true equality among its members by educational means; and to the need to engage public opinion and support for educational policies directed towards this end.

00071

SIXTH CONFERENCE

Versailles, 20 - 22 May 1969

RESOLUTION N° 3
on
The nursery school and primary school in relation to the demands of educational opportunity for all

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The European Ministers of Education, at their Sixth Conference,

HAVING CONSIDERED the report by the French delegation on "The nursery school and primary school in relation to the demands of educational opportunity for all",

BELIEVING that education should be primarily concerned with the child's development in a context of permanent education;

BELIEVING that, in that context, the opportunities of all should be equalised as far and as early as possible particularly in developing capacities for oral expression;

BELIEVING that pre-school education can foster such equalisation if it is able to widen the experience offered by the home environment or to compensate for its inadequacies, by providing a richer environment to explore and enabling the children to become part of a community in which they can learn to live and work together and communicate with others;

HAVING REGARD in this connection to the problems of children who experience particular difficulties of expression as a result of their social and cultural environment,

HAVING REGARD also to the special needs of the children of migrants whose difficulties in this respect are particularly acute;

BELIEVING that primary schools, should, over a given period, with due regard to differing natural talents, bring all children to comparable levels of skills and knowledge;

BELIEVING that primary education, as a natural sequel to pre-school education, should prepare children for social life by giving priority to education over instruction and by fostering the development of the personality and of human qualities, independently of economic and occupational considerations;

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RECOMMEND that governments:

(a) continue as fully as possible with the establishment of nursery schools, particularly in rural areas;

(b) accepting permanent education as an objective to be attained, should conceive the training and further training of nursery and primary school teachers in that light;

(c) bring the concepts of primary school teaching into line with those which have proved successful in nursery schools, notably by:

- centring education on the child, who should be guided in this development rather than brought to an arbitarily defined standard of attainment;

- associating children with their own education;

- paying, in consequence, much more regard to what a child is than to what it is wished he should become;

- developing in him curiosity, a creative urge and independence;

- establishing c ntact and consultation amongst all those responsible for education;

- establishing contact between the school and the family, having regard to the social and cultural influences exerted on the latter;

(d) determine what adjustments need to be made in education in view of the special difficulties experienced by certain children in their social and cultural environment and by migrants who have to adapt themselves to a new environment;

(e) expedite the implementation of recommendations adopted in the Council of Europe relating to the teaching of a foreign language to all children as early as the primary school stage;

INVITE

(a) governments

to pool all relevant information on experiments and innovations in nursery and primary education in their countries and communicate it to the interested international organisations;

(b) international organisations, particularly the Council of Europe,

to stimulate, support and disseminate all research which can help the objectives stated in this resolution to be achieved.

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SIXTH CONFERENCE

Versailles, 20-22 May 1969

RESOLUTION N° 4
on
Educational opportunity for all: evolution prospects and implications for educational policy

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The European Ministers of Education, at their Sixth Conference,

HAVING CONSIDERED the Council of Europe report on "School education: Evolution and Prospects" and the OECD paper on "Development of secondary education: policy implications",

EXPRESS their warm thanks to the Swedish Minister of Education, Mr. Palme, for the broad avenues opened up by his excellent introductory statement,

OBSERVE, after a wide-ranging exchange of views, the convergence of their concerns,

NOTE their agreement on the main patterns of the new trends in education,

OBSERVE the unanimous concern that education should be democratised. This implies in their view, that the period of education should be extended to 11 or 12 years for all and that education be based on a broad common curriculum,

STRESS the need to continue efforts to adapt educational structures and curricula with a view to postponing specialisation as long as possible and ensuring flexibility in order to avoid blind alleys,

BELIEVE that education can be effectively democratised only through individualisation of curricula and of teaching methods and techniques in a manner consistant with the social objectives of education,

STRESS the importance of pupil participation and co-responsibility in decisions concerning school activities,

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REALISE that the development of education along these lines will require substantial human and financial resources and therefore agree on the need to give particular attention to the evaluation of the efficiency and effectiveness of the educational system and to the establishment of new means and methods for the full achievement of its objectives,

EMPHASISE the key role of educational research and development work in this context,

NOTE the consequences which the developments in the school system have for post-secondary education and agree on the urgent need to consider various patterns of post-secondary education suited to the changing needs of society and the development of the human personality

INVIT

- member governments to keep one another informed of new trends in their countries and communicate them regularly to the interested international organisations,

- the Council of Europe, in particular its Committee for General and Technical Education, to give special attention in its programme to the problems referred to in this resolution,

- OECD to continue its work on the evaluation of the efficiency and effectiveness of school systems and on the elaboration of new patterns of post-secondary education.

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SEVENTH CONFERENCE

Brussels, 8 - 10 June 1971

RESOLUTION N° 1
on
Policy and planning in post-secondary education

The European Ministers of Education, at their Seventh Conference,

HAVING CONSIDERED the reports on policy and planning in post-secondary education by the Belgian and Dutch Ministers and by Professor William TAYLOR,

EXPRESS their gratitude to the authors of these reports and to OECD and the Council of Europe for having submitted additional information,

OBSERVE after a wide-ranging exchange of views, a convergence of their concerns,

EMPHASISE that, although each national system can and must find its own answers to the problems of reform and expansion of post-secondary education in the framework of its institutions, new developments in one country have often led to parallel developments in other countries, thus contributing to the harmonisation of the organisation and content of post-secondary education in Europe,

SHARE a common outlook on the following policy issues of post-secondary education:

1. Educational policy and planning guided by such goals as development of the individual, economic growth, welfare, democratisation and internationalisation, call for wider and more equal participation in education of people of different social or regional origin, sex and age.

   The demand for education and in particular for post-secondary education will as a rule continue to increase throughout the seventies. The rate of expansion will depend on available resources. In setting priorities, the demands of the educational sector have to be weighed against the other sectors of society, and within the educational sector, those of post-secondary education against other needs, e.g. the continuing education of those who received only a short education in their youth

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The evolution of post-secondary education must be oriented towards the development of general knowledge, and cultural values as well as towards practical utility.

2. In most countries reform and expansion of secondary and post-secondary education have been planned separately although integrated planning has everywhere been advocated. In future greater stress must be laid on integrated policy and planning of the various stages of education. In particular upper secondary education and post-secondary education must be conceived as inter-dependent and continuing and recurrent education must be given its appropriate place.

3. Diversity and unity should be recognised as the guiding principles for the organisation of post-secondary education. By diversifying educational offerings a greater variety in the patterns and duration of studies can be achieved to correspond more closely to the motivations and aspirations of individual students and to the demands for various types of qualifications and skills. Such diversification can also facilitate the decentralisation of post-secondary provision.

   The unity of post-secondary institutions must be secured by ways and means appropriate to the national systems concerned. It is imperative to reduce differences of status between post-secondary institutions and to ensure effective co-ordination between them as well as to increase the movement of students and teachers between fields and levels of study.

4. The reform of study programmes is another key issue in any re-organisation of post-secondary education. Not only staff, students and academic experts but also representatives of the professions, the employers and employees might co-operate in such reform. Among measures taken that might be adopted more widely are:

   - the introduction of occupationally oriented programmes of shorter duration;

   - experiments with a foundation year and a developed guidance system;

   - the provision of continuing or recurrent post-secondary studies for adults and of mid-career sabbaticals;

   - alternating study and employment opportunities;

   - the use of a greater variety of assessment procedures;

   - the introduction of consecutive learning blocks and unit/credit systems, and

   - more systematic application of the findings of curriculum research and development in the preparation of new programmes of study at the post-secondary level.

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5. The broadening of access to post-secondary education poses the problem of where to locate research and the centres of excellence, which have not only to be maintained but also to be further developed: a more profound understanding is called for to master the consequences of knowledge. The universities should continue to be nuclei of research and post-graduate studies. Although all teaching at post-secondary level should be linked in varying degrees to research, it will not be possible for all post-secondary institutions to have a formal research function.

6. The new educational technology has proved its considerable potentialities within traditional and multi-media experimental settings. Its further development should be encouraged, and the international exchange of experience, in particular on the evaluation of ongoing experiments should be intensified.

7. Responsible participation by all categories of staff and of students in the decision-making bodies of post-secondary institutions has proved helpful both to the individual institutions and to the system as a whole, and should therefore be generally encouraged.

8. Educational reform and expansion are fundamental to European development and progress. To make it possible for the growth of post-secondary education to continue, even under financial constraints, it is necessary to examine how the efficiency of post-secondary education can be raised and how its financial burden can be shared more equitably.

EXPRESS the hope that this common outlook on main policy issues of post-secondary education may encourage the members of the Conference in developing national policies on convergent lines;

INVITE

- governments to continue to co-operate in the framework of the international organisations concerned in the exchange of detailed information on new trends and developments in post-secondary education,

- OECD to complete and keep up to date its studies on new patterns of post-secondary education and to undertake studies on the improvement of the efficiency of post-secondary education,

- the Council of Europe to study in particular the potentialities of systematic curriculum research and development in post-secondary education and to investigate the problems and implications of multi-media remote study systems.

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SEVENTH CONFERENCE

Brussels, 8 - 10 June 1971

RESOLUTION N° 2
on
Mobility of students and teachers in higher education and of research workers

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The European Ministers of Education, at their Seventh Conference,

HAVING EXAMINED the report on "Mobility of students and teachers in higher education and of research workers" (CME/VII (71) 5) presented by the Committee of Senior Officials and

HAVING TAKEN NOTE of the various activities of international organisations in this field as described in Appendices III, IV, V and VI of the report,

CONSIDERING

- that geographic mobility of staff and students should be encouraged in that it helps to develop post-secondary education and research as well as the individual personality;

- that - if education and research are to be fully developed - it must be made possible to have available, at any moment and in a sufficient number, different specialists of the highest quality no matter from which country they have come;

- that mobility will facilitate the most efficient use of manpower and equipment in teaching and research and accelerate the process of educational innovation;

- that study visits or temporary sojourns abroad can enlarge the horizon and the knowledge and experience of the individual concerned and make an important contribution to his personal development;

BELIEVING

- that the principle of mobility belongs to the essence of higher education;

- that mobility should be encouraged and facilitated especially for more advanced students and that in particular post-graduate students need to be given the opportunity to complement their education by continuing their studies or doing research at specialised centres where their chosen subject or speciality enjoys priority;

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- that the systems of recruitment and promotion of staff for teaching and research should provide for greater mobility within Europe;

- that, in this context, direct contacts among universities, colleges, research centres, etc. in all matters of exchange and mobility are of the greatest value and need to be systematically encouraged;

RECOMMEND

(1) that all member States of the Council for Cultural Co-operation should endeavour to provide - if necessary by attributing supplementary functions to existing institutions - for a national centre or for co-ordinated national services to collect and provide information on:

- foreign systems of post-secondary education and their admission requirements;

- the content of foreign qualifications;

- existing equivalence arrangements;

- possibilities for study, teaching, research and practical training offered abroad;

- possibilities of obtaining grants and scholarships for study and research abroad;

these national centres or services would also provide guidance to all students and staff members wishing to go abroad and would advise them in matters of reintegration after their return;

they would co-operate at international level, preferably by making use of the services existing within the framework of international organisations;

(2) that member States should allow, where it is not already the case, the use of foreign academic titles and degrees without previous authorisation by national authorities provided that

- the foreign title or degree is used only in its original version (without translation) and

- the name of the institution which conferred it is added;

it would be understood that this possibility of using the title would not prejudice effectus civilis and would therefore not confer any right to exercise a profession;

a particular effort would be made to establish a system of equivalences based on the subject matter, the duration and the level of the studies, with a view to facilitating the use of titles and degrees obtained abroad;

(3) that in all member States, it should be permissible under the law to appoint a foreign national to the post of lecturer, professor and/or chair holder and to a corresponding post at a public research centre;

(4) that member States examine how they can increase the number of summer schools being of great importance for the education and the academic progress of students, and in particular helping to promote undergraduate mobility without interrupting the student's proper study course at home;

(5) that member States should not adopt or require the adoption of admission policies which would totally exclude foreign students from any particular field of study;

INVITE the Council of Europe in co-operation with the appropriate international organisations,

(1) to examine which are the best ways and means to help students to obtain recognition of foreign diplomas and periods of study passed abroad by making available sufficient and reliable information on the content of such diplomas and periods of study;

(2) to investigate the possibility of establishing a system of equivalences based on the subject, the duration and the level of the studies;

(3) to examine to what extent mobility of teachers in higher education and of research workers could be facilitated by agreement on certain basic principles covering their legal position ("European status").

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SEVENTH CONFERENCE

Brussels, 8 - 10 June 1971

RESOLUTION N° 3
on
Function and working methods of the Conference

The European Ministers of Education, at their Seventh Conference,

HAVING EXAMINED the report on "Function, working methods and procedures of the Conference", presented by the Committee of Senior Officials

HAVING TAKEN NOTE of Recommendation No. 567/1969 on "Twenty Years of European Cultural Co-operation" adopted by the Consultative Assembly and of the reply to this recommendation given by the Committee of Ministers of the Council of Europe,

CONSIDERING

- that international action and co-operation in education concerning the geographical region covered by the membership of the Conference have considerably increased over the past decade and will assume an ever greater importance in the years to come as the common problems of a rapidly changing European society call for joint solutions;

- that such co-operation, which in the past was mainly directed towards the exchange of information, has recently tended to develop new forms of intensified co-operation involving varying groups of member States;

- that co-ordinated lines of action in priority fields would be stimulated by intensified two-way communication between the Conference and the international organisations concerned;

- that for these reasons a redefinition of the function of the Conference is necessary;

RESOLVE

1. while agreeing on the one hand that the autonomy of the Conference should be maintained and on the other hand that its structure and status should not be institutionalised, to emphasise its permanent character by designating it the Standing Conference of European Ministers of Education;

2. to define the function of the Conference as follows:

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(a) to assist its members in ascertaining the common elements of education policy, both nationally and internationally, by discussing main themes on the basis of reports presented by its members or by its Committee of Senior Officials or commissioned on its behalf;

(b) to assist the international organisations concerned by drawing attention to priority areas for international action and co-operation in education and by providing guidance for the furtherance and co-ordination of their educational activities concerning its geographical region; this should help each organisation to contribute effectively, in accordance with its own constitution and within the framework of its own working methods and programmes, towards the solution of educational problems of members of the Conference;

(c) to promote the study of common problems and major developments in education in Europe, with a view to its improvement and harmonisation and with a view to joint action, by means of co-operative projects wherever this may prove practicable;

(d) to keep in mind for the future the possibility of holding ad hoc conferences either of a limited character for the consideration of a particular subject in which some members might have a special interest or of a more general character comprising authorities from other sectors;

INSTRUCT the Committee of Senior Officials of the Conference

1. to follow attentively the developments of education in Europe;

2. to maintain close contacts with the international organisations concerned;

3. to prepare for future conferences and to present reports and discussion papers as may be necessary;

4. to prepare proposals for the main themes of forthcoming conferences and for priority areas to be covered in international action and co-operation in education;

5. to follow up the resolutions of the conferences in close co-operation with the international organisations concerned;

APPROVE the proposal that the Committee of Senior Officials should appoint from among its members a standing group and ad hoc working parties to assist it in its tasks;

INVITE the governments of member countries and the international organisations concerned to assist the Committee of Senior Officials in preparing the proposals for priority areas, in carrying out the necessary analyses and in following up the resolutions of the conferences.

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SEVENTH CONFERENCE

Brussels, 8 - 10 June 1971

RESOLUTION N° 4

on

- The information document on the work of the international organisations, and

- Main themes of forthcoming conferences and priority areas for European action and co-operation in education

The European Ministers of Education, at their Seventh Conference

ADOPT the following statement:

1. The Ministers thank UNESCO, OECD, the Council of Europe, and the European Communities for the comprehensive and informative background documents on the work which they carried out in the field of education since the Sixth Conference. The Ministers suggest that similar documents should be submitted to the Eighth Conference and special attention should be paid in them to

   - the results obtained during the intervening period covered by these documents and to

   - indicating their most significant current and future activities.

2. The Ministers also thank the Committee of Senior Officials for their report on the main themes of forthcoming conferences and priority areas for European action and co-operation in the field of education. The value of such a report has been clearly demonstrated during the Ministers' discussions, and the Ministers ask the Senior Officials to submit a similar document to the Eighth Conference. As far as possible, this document should be based on a careful analysis of the educational situation in Europe. It would thus help the Ministers to place in their appropriate context, the priority areas and main themes proposed by the Senior Officials. The Ministers suggest that the international organisations, in particular OECD, should help the Senior Officials to prepare this report and the accompanying background analysis.

   It is felt that among the priority areas listed in the report by the Committee of Senior Officials which merit particular attention are:

   - the education of immigrants;

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- the development of the teaching of modern languages; and

- the development of educational research.

An additional area, which is suggested, is

- the in-service training of teachers.

3. The Ministers decide that the main theme of the Eighth Conference would be the needs of the 16-19 age group, both in full-time and in part-time education. They invite the Committee of Senior Officials to define the various aspects of this complex problem to be treated by the Conference.

4. The Ministers consider that particular attention should be given to the problems relating to the education and training of immigrants, both adults and adolescents, and to the schooling of immigrants' children. As this is a matter which falls within the competence of other Ministries or departments besides those of education, the Ministers agree to convene at Strasbourg in 1972, an ad hoc conference on this subject to which other Ministries or departments concerned might also be invited. They ask the Committee of Senior Officials to study the practical arrangements in collaboration with the Secretariat of the Council of Europe which provides secretarial services for the regular conferences of the European Ministers of Education.

5. The Ministers express their gratitude to the Belgian authorities for their hospitality during the present Conference.

6. They accept with pleasure the invitation of the Swiss authorities to hold the Eighth Conference of the European Ministers of Education in Switzerland in May 1973.

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EIGHTH SESSION OF THE STANDING CONFERENCE

Berne, 5 - 7 June 1973

RESOLUTION N° 1
on
The educational needs of
the 16 to 19 age group

The European Ministers of Education, at the Eighth Session of the Standing Conference,

HAVING CONSIDERED the analytical report on the educational needs of the 16 to 19 age group, prepared by Mr. Henri Janne and Mr. Lucien Géminard ;

EXPRESS their gratitude to the authors ;

AWARE of the problems specific to the period between 16 and 19 years of age, period which constitutes a transitional stage between adolescence and adulthood ;

CONSIDER that it is necessary to promote educational policies designed to secure

- equal opportunity of access to the various forms and levels of education
- equal opportunity for success at school
- the personal fulfilment of each individual in the general context of social development and according to his abilities and aspirations ;

CONSIDER that the role of the educational system is not only to transmit the cultural heritage of European countries and to preserve the constant, basic values of society, but also to enrich this heritage and to facilitate the democratic evolution of society ;

RECOMMEND

1. that teaching conditions be sufficiently varied to allow education to take place in a more adult atmosphere;

2. that teaching methods be sufficiently varied to enable learning to be individualised and to encourage pupils to work on their own;

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3. that subjects be decompartmentalised so as to make pupils aware of the interpenetration of knowledge in everyday life;

4. that school education should take due account of the information acquired by pupils outside school;

5. that studies and their development should take account

   - through guidance and counselling, of the aptitudes, preferences and social needs of pupils

   - of the assessment of their abilities, using all suitable methods

   - of the employment opportunities available to them;

6. that too early specialisation should be avoided and that general and vocational education be better co-ordinated;

7. that courses available should be flexible and provide a wide variety of choice;

8. that, in addition to their specialist training, teachers of this age group should receive appropriate psycho-pedagogical training and be made fully aware of the opportunities available for full-time and part-time education in the various disciplines;

9. that young persons who have chosen to start work be provided with additional instruction to ensure their cultural development and to prepare them for their responsibilities as citizens;

10. that structures be set up to provide for effective participation between the different partners in the educational process;

INVITE governments to exchange information on their experiences, on innovations planned or introduced, and on new national trends, and to keep the interested international organisations informed ;

INVITE the international organisations to promote and pursue studies and research on the needs of the 16 to 19 age group.

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EIGHTH SESSION OF THE STANDING CONFERENCE

Berne, 5 - 7 June 1973

RESOLUTION N° 2
on
Areas, ways and means of intensified
European co-operation in education

The European Ministers of Education, at the Eighth Session of the Standing Conference,

HAVING examined the 'Analysis of the Educational Situation in Member Countries' prepared by the OECD Secretariat and the Report on 'Areas for Intensified Co-operation' submitted by their Committee of Senior Officials, and

HAVING taken note of the country reports on 'Problems and Pressures in Education Policy' and of the 'Progress Report' on international activities in the field of education by UNESCO, OECD, the Council of Europe and the Commission of the European Communities ;

ADOPT the following statement :

1. Acknowledgements

The Conference expresses its gratitude to the national authorities and international organisations which have prepared these reports. In particular it expresses its warm appreciation of the analysis prepared by the OECD Secretariat. It endorses the general conclusions of this analysis and hopes that OECD will continue, in its own programmes of work, to make provision for the preparation of analytical studies of this kind as a basis for the discussion of educational policies and problems ;

2. Common trends and problems

The Conference considers that the increasing evidence of common trends and similar approaches to educational problems in European countries provides solid ground for the intensification of European co-operation ;

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Within the list of fields in which priority projects of intensified European co-operation might be developed, as proposed in the Report of the Senior Officials' Committee, the Conference attaches particular weight to the following :

- Recurrent education : the distribution of educational opportunities throughout life in accordance with the concept of permanent education
- Pre-school education and its links with primary education
- Compensatory education for the disadvantaged
- Further development of policies for the education of the 16 to 19 age group
- Reform of initial education and further training of teachers
- Education of migrants and their families.

3. Ways and means of intensified co-operation

The Conference emphasises the positive value of the great diversity of forms which educational co-operation assumes at the present time. In certain fields the exchange of information and experience remains, at least for the present, the most effective form of co-operation. Other fields, however, are suited for intensified co-operation which represents a new phase in international activity. Such co-operation will often be based on voluntary participation by member governments, national agencies, research centres and the like, and can be organised in a highly flexible way. It can take the form, for example, of collaboration on a European scale between national committees or councils, of co-operative projects of research and development, of participation in national pilot projects, of exchange schemes or of common training of key personnel.

The Conference notes the examples of such forms of intensified co-operation which are listed in the Report of the Senior Officials' Committee. The Conference welcomes these new activities and invites member governments to consider how such activities might be further developed.

4. Instructions to the Senior Officials' Committee

The Conference instructs the Committee of Senior Officials to keep under review, in close consultation with the international organisations concerned, the initiation and progress of concrete examples of intensified European co-operation in education and to submit a report thereon to the Ninth Session of the Standing Conference.

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